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ABSTRACT

This document describes the urban education program at William Paterson College of New Jersey. Urban education is defined as educating people for living and in coping with an urban environment, including politics, crime and drug prevention, and delivery of services to cities. Some problems in urban education are identified as weak community-college relations, poor assistance from municipal governments, lack of an indigenous power base, misinterpretation of urban issues, and crippling attitudes of educators towards the limited educational background of urban inhabitants. The broad goals of the program at William Paterson include the following: a) to develop a vehicle for the efficient delivery of consultant and resource services to the urban community, b) to improve community-college relations through sound programming and expert coordination of activities, c) to initiate humanistic and professional staff training, d) to provide overall curriculum improvement for public and private schools and universities, and e) to implement an interdisciplinary approach to education. Among the projects conducted by the faculty are the Passaic Human Relations Institute, the Inner City Prison Program (educational services for inmates), and the Passaic County Child Care Agency. (JA)

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"AN ALTERNATIVE CURRICULUM MODEL FOR URBAN EDUCATION AND COMMUNITY AFFAIRS PROGRAMS IN HIGHER EDUCATION"

DR. RON SIMMONS

Working Paper No. 103

Division of Urban Studies

Faculty of Urban Education
and Community Affairs

THE WILLIAM PATERSON COLLEGE OF NEW JERSEY

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INTRODUCTION

Certainly, the urban resident is more sophisticated in terms of coping with the complexities of urban living, i.e. density of population, difficulty of delivery of services, etc., (Kruszynski--1970). Urban educatoms recognize other cultures and attempts to unite what the child must learn to survive in his own context and what he must learn to survive in American society. Urban education is basically education although the process must be more fundamental, experiential and humanistic.

RATIONALE

Urban education is not merely education for the poor or black education by another name. Urban education is an education of a people for living in and coping with an urban environment including politics, crime and drug prevention and delivery of services to cities. Under the rubric of urban education, we can discuss the impact of the cities on the suburbs, mass transit and government funding for privite schools, as these issues affect urban education. Some urban educators tend to discuss only the problems inherent in urban life but ignore positive aspects of city life. Let us praise all of the parents and teachers that have managed to produce successful and educated children despite a myrid of environmental handicaps. Educators also ignore the millions of good people that are striving to make the city a better place to live. In short, the solution to problems of urban education depend on the strength of its people to exenterate corruption in the public and private sector and to acquire the knowledge of politics of education to achieve the maximum for schools and the

efficacy of its programs. Ultimately, there must be a partnership in urban educators in an atmosphere of synergistic cooperation and interdependence to address the critical problems in urban education.

GENERAL PROBLEMS IN U.E.

Problems in urban education are generally insurmountable and endemic but not insoluable with proper political education in cooperation of sincere, dedicated people. Let us list the major problems in some annotated form to encourage appropriate guidelines.

College-Community Relations

There has been traditionally very little contact between the local city communities and the colleges. The latter has generally believed that it is more appropriate to remain aloof and to discuss any urban problems in an "academic" environment.

Municipal Governments

Municipal governments have been very successful at ignoring concerns for improved delivery of services in education to the extent that it subjugates the poor for the benefits of the rich and middle class. William Ryan in Blaming the Victim describes this common phenomenon of blaming poor people for their poverty, blaming sick people for their sickness, blaming learning failure on the unsuccessful and disability on the aged (Ryan--1972). These victims are not only blamed but punished because of their inability to master the system. Sol Tax calls this circumstance A/B (Sol Tax--1969). "A" represents the dominant economic power

elite while "B" represents the "misenfranchised" victims of authority. Until urban educators understand this fundamental and irreducible fact, issues will continue to be addressed poorly. For example, a serious educator that recommends that 700 children in a school write their congressman about a school problem does not understand the fundamental issues (or perhaps he does comprehend fully the A/B paradigm). Communities without indigenous power to protect rights of the individual and the group are merely colonies. (Altshuler 1972).

Communities without an indigenous power base

Schools main function, traditionally, has been baby sitting and the extension of the law for the democratic socialization of children (Paul Goodman 1964). Furthermore, an invidious middle class does not want the lower class to impinge upon its rights to power, wealth and posperity. However, communities without an indigenous power base to protect individual rights and group concerns is merely an extension of colonial government (Altshuler--1971).

Programs and Equality

Generally, there has been little progress made through traditional programs. Compensatory and after school remediation programs have failed. Certainly many programs are largely custodial, designed merely to placate enraged communities and as a stop gap measure to avoid open rebellion in the schools. Schools are prisons. Teachers have given up on many children predicting Army and Reform

school as the only solution (Goodman--1962). Unequivocally, many of these programs were designed to fail; merely subsidizing high-priced consultants for textbooks. Despite the recognition of the inequality of educational opportunity and attainment inherent in the initiation of compensatory programs, the "new" minority groups, especially blacks and Puerto Ricans are frustrated because few attempts have been made throughout the Nation to legitimately bring these groups into the policy-decision-making level of educational institutions. The important issues are equality and political control.

Misinterpretation of Urban Issues

Many people misunderstand urban issues. There are many misconceptions about the urban environment. (1) In the inner city, the myth of the matriarchal society is significant. Many educators really believe that inner city children do not have significant male figures. This myth is largely untrue. (2) Other educators believe that inner city families have poor values and lack motivation. Certainly, the sense of powerlessness does contribute to a frustration difficult to control. Yet, a recent issue of Child Care Quarterly reported that researches could find little difference in values of minority families and other groups (Elardo, 1973). (3) Parental apathy is another prevalent myth. Many parents are interested in the progress of their children in school, yet the fight to survive, to provide a subsistence level for their children does not always provide time to discuss "why Johnny cannot read." (4) Myth of violent environment. There is little doubt that the violence in

and out of big city schools is no myth. But the presumption that all city schools and environments are violent and disruptive is totally untrue. (5) Poor behavior and morals of children is considered a significant problem in inner city schools. However, these kinds of unfounded generalizations are racist and irresponsible. Many people of integrity and conviction live in these areas. (6) Finally, some educators believe that inner city children especially blacks are inferior in intellect and ability. This fallacious and irresponsible argument supported by Jensen has been disproved by most responsible educators (Jensen, 1969).

Attitude of Educators

Poor attitude of teachers and educators tend to cause pallid and sterile generalizations about urban children in the following manner:

1. Lack communications skills
*2. Poor response traditional approaches
*3. Poor attendance
*4. Poor health and nutrition inhibits learning
5. Crowded living conditions inhibit study
*6. High rate of failure
7. Indifference to responsibility
8. Overage for grade level
9. Limited cultural and enrichment experiences
10. Status symbols overemphasized
11. No life goals
12. High potential not identified and
13. Few pre-school experiences.

However, these problems as well as other coterminous generalizations may be very real. Inexperienced teachers, segregation, insufficient materials, scarcity of money, irrelevant curriculum and poor buildings and facilities can be very real concerns.

The lack of innovation in training of teachers at the college level is a most serious issue. Most schools simply have not recognized (1) that urban education requires a different kind of empathy and commitment to the relevant issues; (2) that there is a new technical language and procedure in urban education that must be understood; (3) that problems simply will not be solved without radical, systematic programs to re-train educators and to restructure programs through a cooperative effort between colleges and the public schools in terms of the priorities of urban education; (4) that re-shaping the curriculum to reflect more relevant courses and otherwise to encourage a massive commitment toward re-education is an aphorism and (5) that the significant minorities will have to be directly involved in the educative process.

BROAD GOALS OF U.E.

The broad goals in urban education should reflect a significant rethinking and re-ordering of priorities. At William Paterson College of New Jersey the goals are clear:

1. To develop vehicle for the efficient delivery of consultant and resource services to the urban community provided by the urban education faculty.

2. To improve community-college relations through sound programming and expert coordination of activities.

3. To initiate staff training programs that recognize the importance of humanistic and professional approaches to teaching in an atmosphere of mutual enlightenment.

4. To service the entire New York and Philadelphia Metropolitan Areas including New Jersey--the most urban state with 88.9% of its population living in urban areas according to the 1970 Census.

5. To provide overall curriculum improvement for public and private schools and universities.

6. To encourage community participation and education at all levels of program implementation.

7. To create a cadre of change-agents capable of understanding the "system" for the benefit of the subjugated minorities; also, developing independent, responsible students and faculty able to survive in an urban environment.

8. To implement an interdisciplinary approach to urban education.

9. To make colleges more relevant to the needs of a multi-ethnic, urban environment.

History of the U.E. Program

At its inception, the urban education department formed simultaneously as part of the Division of Urban Studies was designed to meet the above goals in a rather unique fashion. Unlike many urban programs, the Urban Education Program enjoyed a commitment from the State Department of Higher Education, the Board of Trustees and the Administration of the College. These administrative bodies approved a Masters of Education Program in Urban Education and began to recruit interdisciplinary faculty.

Several faculty were recruited from other disciplines including Teacher Education, Secondary Education, and the Natural Sciences. Other faculty came from such disciplines as social work, law education, sociology, educational administration, psychology and urban education. (Presently, several faculty teach jointly in urban education and other departments including sociology, public safety, teacher education and secondary education.)

Through the cooperative efforts of several departments, urban related courses can be offered by other departments, this extending the interdisciplinary nature of the urban education department.

These courses can be substituted for other major electives in urban education.

The Faculty of Urban Education was formed out of the success of several pilot programs. The Master of Education proposal has been mentioned. Other successful programs were the Professional Semester and the Community Affairs Institute. Both programs attempted to collect vital data on urban community priorities and to familiarize teachers and students with the urban environment. Many seminars were conducted to identify what community people expected from the College. Based on the strength of those seminars and junkets to urban areas, William Paterson College drafted a proposal to the State of New Jersey that was subsequently approved.

Presently, the Faculty of Urban Education has a Bachelor's Degree Program with certification in elementary education, secondary education and early childhood education. Although many colleges and universities throughout the State and the Nation recognize the importance of urban education, William Paterson College is one of the few colleges that has a comprehensive, interdisciplinary program and the only such program in the State of New Jersey. A recent American Council of Education Survey reported that 72% of the higher education institutions surveyed recognized urban involvement as a major function of their institutions. (Dutton, Jenkins - 1973). The Urban Education Faculty is negotiating with several other institutions to form a

unique consortium for urban growth. Meyers refers to this process as the co-venture approach (Meyers - 1971).

Major Activities of the Faculty of Urban Education

Several programs have been initiated by the Faculty to continue the success of previous programs. These programs are listed below with some explanation of ~~its~~ their functioning.

Urban Professional Semester

The urban professional semester initiated largely through the efforts of Dr. Vincent Baldassano provides urban enrichment opportunities for mostly junior students. These students are assigned to schools and service agencies to observe and participate in the activities of the institution to gain "urban insight." Many of these students have had no contact with urban life. All students receive credit for their efforts.

Micro-College

The micro-college concept attempts to bring the College and its services to the community. Presently, there are three centers--Paterson, Vineland and New Brunswick. In Paterson, at School 4, Dr. Gabriel Vitalone conducts an undergraduate seminar on site. Later in the week, Mr. Frank Napier conducts a similar graduate seminar on the inner city child. In Vineland, the entire school system may become involved in on site graduate courses conducted by urban education faculty. These courses include lectures on

multi-ethnic studies, humanistic education, alternative education, and innovative teaching. In New Brunswick, teachers are involved in an urban project. Two courses are offered--Barrio Spanish and the Urban Issues. Dr. Leo Hilton, former Chairperson of the Department is largely responsible for initiating both the New Brunswick and Vineland Centers. Seven other centers are being implemented in New York City, Hartford, Philadelphia, Newark, Boston, East Orange and Montclair.

Passaic Human Relations Institute

The Passaic Human Relations Institute is a most ambitious project initiated by Dr. Ron Simmons, Chairman of the Faculty of Urban Education. The staff of the Urban Education Faculty conducts seminars in community and minority affairs, human relations and curriculum development. The impact of the first series of seminars is currently under study.

Bloomfield Multi-Ethnic Series

The Bloomfield Multi-Ethnic Series provides information on implementing multi-ethnic curriculum and race relations programs for the Bloomfield community and the school system. Many of the recommendations made by the urban education faculty have been implemented by the Bloomfield Public Schools.

Mother-Child Project

The Mother-Child Project has become a laboratory for development of new concepts in pre-school and parent-community education. The Mother-Child Project, funded through HEW, provides home based instruction in the use of educational materials for parent and child. Although the Program is designed for low-income families, it provides services to other families as well. The strategy is to provide faculty and staff to the Project as consultants and adjunct staff. Thus, supervisors and coordinators are provided by the urban education faculty.

Inner City Committee for Action (INCCA)

The INCCA Tutorial Program is jointly run by the Department of Black Studies and the Department of Urban Education and Community Affairs. Funded privately through the Finance Board of INCCA, this tutorial program provides remediation for several hundred children. Urban education graduate students conduct research and coordinate program activities through the graduate practicum (independent research study). Students are presently conducting surveys to determine the attitudinal climate for enrichment and remedial after school programs.

Community Affairs Seminar

Primarily through the efforts of Dr. James Baines and Professor William Mason, an on site undergraduate program is conducted each semester to familiarize students with the politics of education. Students work on projects that bring

about change to urban communities. Several students were involved along with Professor Mason in recent litigation against the City of Paterson that proved that the government is operating illegally.

Inner City Prison Program

Faculty and students work with the prison personnel and inmates to provide educational services for inmates. Reverend William Mason has been the spearhead of this Program that includes such institutions as Trenton State Prison and the Passaic County Jail.

Passaic County Child Care Agency

The Passaic County Child Care Agency is a child care agency providing services for early education programs. The urban education faculty cooperates with the agency to provide lectures and seminars and to lend expertise on early curriculum and educational resources. (The Faculty of Early Childhood Education, also part of the Urban Studies Division, sponsors a parent involvement and early curriculum course.)

Week of the Young Child

In the Spring of 1973, the Urban Education Faculty sponsored a Statewide Conference in conjunction with the Passaic County Child Care Agency. The Conference was a series of lectures conducted during the week for child care advocates. Lectures on methodology, curriculum and

educational theory were offered in conjunction with seminars on State, Federal and private funding, implementing nurseries and playground facilities, and current issues in urban education. The Conference will be an annual affair. The National Association for the Education of Young Children (NAEYC) has supported the conference.

Washington, D.C. Project

Several times a year, urban education faculty sponsor field experiences in Washington, D.C. to educate students on Federal processes and functions. Each student pays his way to minimize College expense.

Drug Education Program

The Drug Education Program has been organized through the efforts of Dr. James Gallo. The Program provides information through a lecture series and a resource center at the College also established by the Urban Education Department. To date, scores of organizations throughout the State have made use of this valuable service.

Montclair Urban Education Series

The series of lectures is designed to acquaint teachers with the problems and issues in urban education. Teachers will implement the materials and recommendations from the lectures.

There are also many proposed projects that are very close to implementation.

Parkway Project

The Parkway Program in Philadelphia has agreed to allow 10-20 students to work as interns, teaching classes and becoming part of this urban community school. The interns will learn the process of designing courses, teacher-student relations and the politics of education. Hopefully, each student upon completion of the Program will be able to organize and implement alternative education in an urban community.

Urban Education Marathon

The urban education marathon will exhibit the contributions of the Faculty and other groups through lectures, demonstrations, and media. The Urban Education Marathon will be a three day, 24-hour program with input from urban education experts, community resources, and students.

Urban Studies Colloquium

Similarily, a series of seminars will be conducted on television and radio to familarize the community with important issues in the field. Local issues as they relate to larger concerns will also be debated.

Urban Recruitment Program

A massive recruitment program is being planned that will familiarize high school students with the services of the College and the unique program goals of the Faculty of Urban Education. The program will become a prototype for

the delivery of vital services linking the city to peripheral urban institutions through mass transit and organized car pools.

Urban Education Scholarship Fund

Each faculty member will provide an equal annual donation to initiate a scholarship fund to sponsor a student in the Program. Guidelines and procedures will be established by a scholarship committee.

Peace Science Program

Dr. James Baines has initiated this unique program for the study of peace. The Program has already gained national recognition. Selected students will take an international tour for peace research. Several courses are offered in relation to the program.

PRIORITIES FOR URBAN EDUCATION PROGRAMS

The most significant priority of the Faculty of Urban Education at William Paterson College is curriculum. There have been scores of "dead-~~in~~ end programs" for low and middle income city residents. Many programs offer lectures, seminars and workshops on a variety of "relevant" topics. But, unless programs lead toward professional improvement and offer meaningful choices, they can be worthless. Johnson considers four requirements for college involvement in the community (Johnson - 1970):

(a) Programs must be of mutual benefit
(b) Programs must become self-supportive
(c) Programs must involve community planning
(d) Programs must meet specific needs of community

The WPC Urban Education Program is designed to maximize the opportunity for professional growth through a comprehensive degree program. Generally, the Program provides learning activities in the following broad areas: Curriculum Design and Teaching Strategies, Humanistic Learning, Urban Education Design (Basic Study), Multi-Ethnic Strategies and Community Program Administration.

Curriculum Model for the Ur. Ed. Graduate Program

The theoretical framework for the graduate curriculum in urban education represents a comprehensive coordination of affective and cognitive process and experiential and academic processes (See Fig. I-A). The program is designed to maximize the educational effort of the institution recognizing the importance and efficacy of urban programs.

The WPC urban education curriculum attempts to operationalize the theoretical, intangible goals of traditional educational programs. This unique curriculum considers the legitimate entities of community power structures as viable educational centers. Many urban education programs fail to comprehend the dynamics of urban learning, preferring halfhearted, phantasmorgical attempts at positive change in urban schools.

Components of the U.E. Curriculum

The components of U.E. Curriculum reflect an enlightment unparalleled in education. Each curriculum component represents a separate master plan with quasi-independent committees, curriculum and programs. Although the

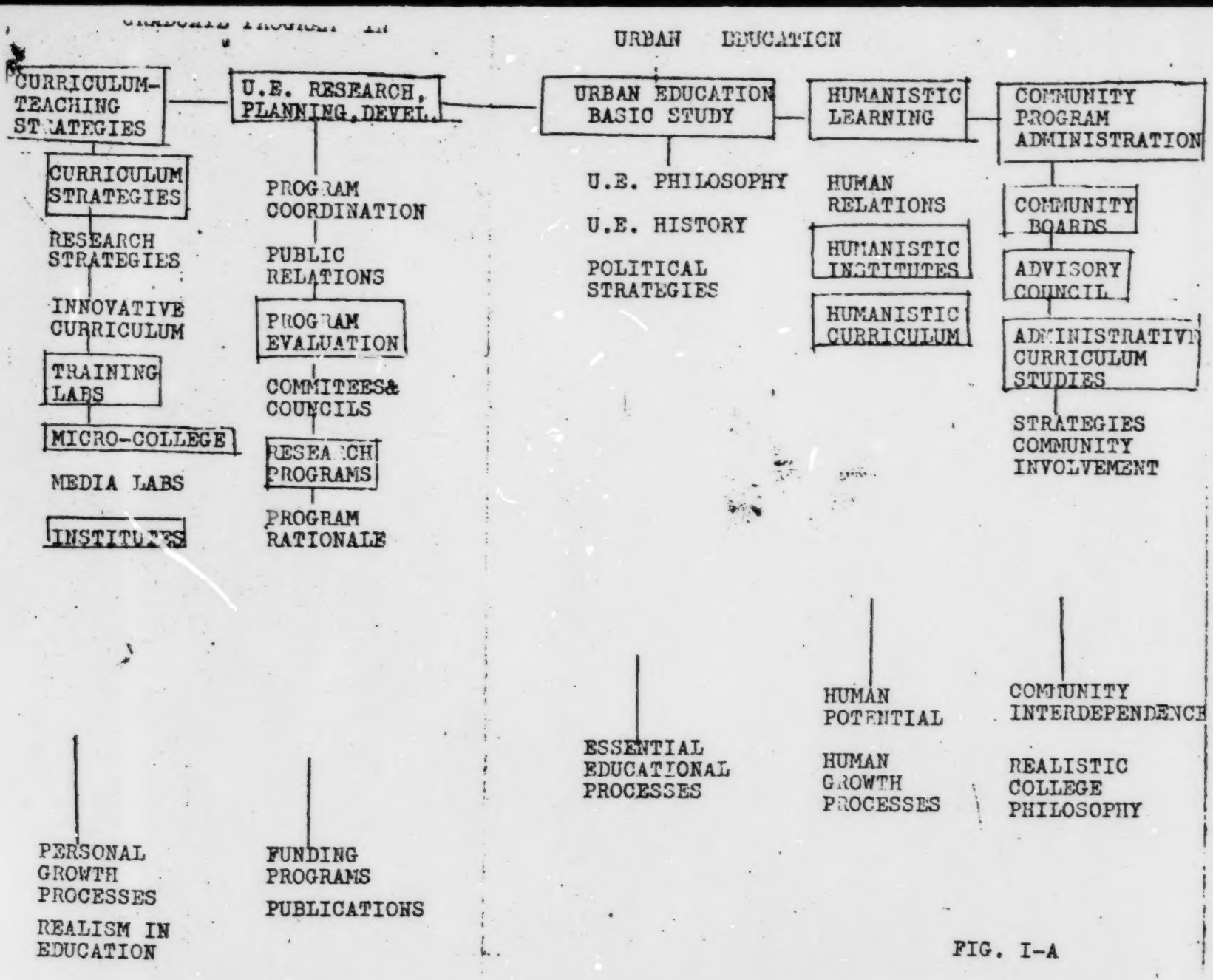
URBAN EDUCATION
CURRICULUM-TEACHING STRATEGIES
U.E. RESEARCH, PLANNING, DEVEL.
URBAN EDUCATION BASIC STUDY
HUMANISTIC LEARNING
COMMUNITY PROGRAM ADMINISTRATION
CURRICULUM STRATEGIES
RESEARCH STRATEGIES
INNOVATIVE CURRICULUM
TRAINING LABS
MICRO-COLLEGE
MEDIA LABS
INSTITUTES
PROGRAM COORDINATION
PUBLIC RELATIONS
PROGRAM EVALUATION
COMMITEES& COUNCILS
RESEARCH PROGRAMS
PROGRAM RATIONALE
U.E. PHILOSOPHY
U.E. HISTORY
POLITICAL STRATEGIES
HUMAN RELATIONS
HUMANISTIC INSTITUTES
HUMANISTIC CURRICULUM
COMMUNITY BOARDS
ADVISORY COUNCIL
ADMINISTRATIVE CURRICULUM STUDIES
STRATEGIES COMMUNITY INVOLVEMENT
PERSONAL GROWTH PROCESSES
REALISM IN EDUCATION
FUNDING PROGRAMS
PUBLICATIONS
ESSENTIAL EDUCATIONAL PROCESSES
HUMAN POTENTIAL
HUMAN GROWTH PROCESSES
COMMUNITY INTERDEPENDENCE
REALISTIC COLLEGE PHILOSOPHY

FIG. I-A

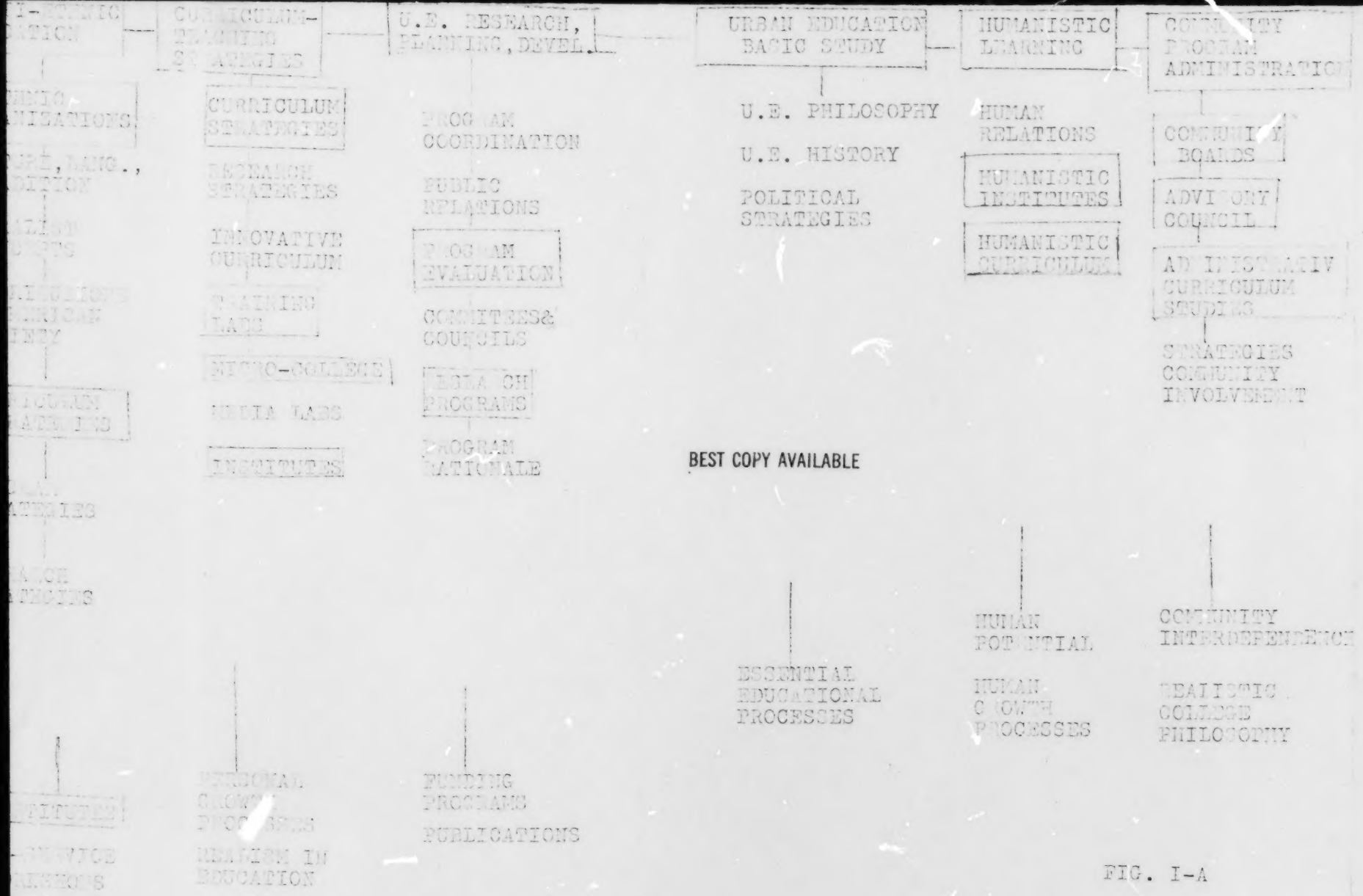

FIG. I-A

(p) des ignates proposed courses

curriculum is not fully operational, many programs are at some level of implementation. The vital components of the Graduate curriculum are Multi-Ethnic Education, Curriculum Design and Teaching Strategies, Urban Education Research Planning and Development, Urban Education Skills, Humanistic Learning, and Community Program Administration. Each component is designed to address certain problem areas.

Multi-Ethnic Education

The multi-ethnic campaign attempts to combine the energies of several ethnic groups to become a viable function of education (See Fig I-B). The Urban Education Department is proposing a student-faculty-community advisory board to make recommendations to the Program. Presently, the Urban Education Faculty is implementing recommendations from local civic groups to improve the curriculum. Ultimately, the curriculum will reflect the contributions of ethnic groups and study the political effects of a multi-cultural society to maximize the educational effort. Since most cities are extremely multi-ethnic it is imperative that educators learn as much as possible about the impact of ethnic groups on the urban community.

curriculum strategies

The multiplicity of purpose and direction is reflected in the curriculum and program strategies for the Urban Education multi-ethnic graduate course. One curriculum

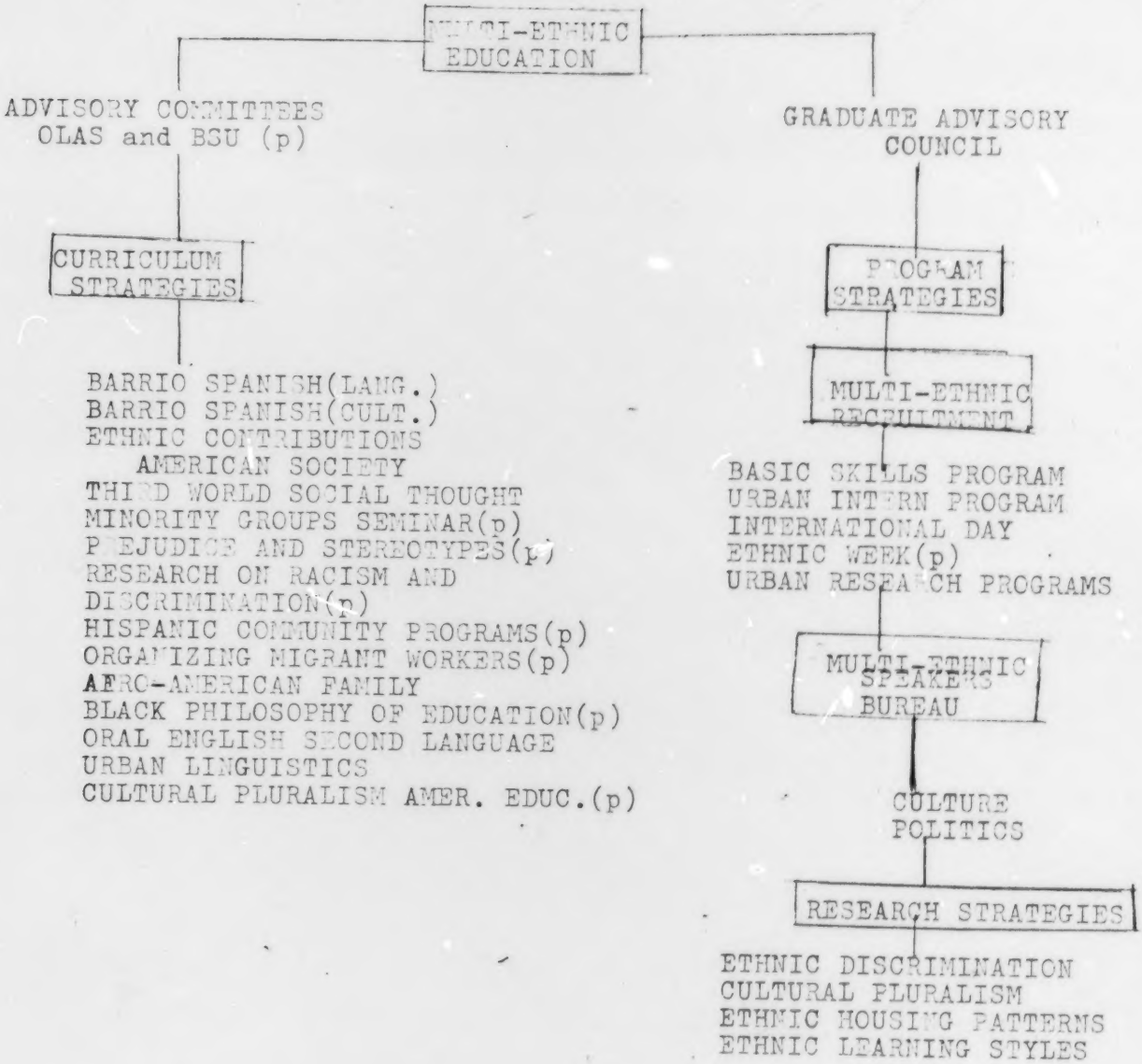
MULTI-ETHNIC EDUCATION
ADVISORY COMMITTEES
OLAS and BSU (p)
CURRICULUM STRATEGIES
BARRIO SPANISH(LANG.)
BARRIO SPANISH(CULT.)
ETHNIC CONTRIBUTIONS AMERICAN SOCIETY
THIRD WORLD SOCIAL THOUGHT
MINORITY GROUPS SEMINAR(p)
PREJUDICE AND STEREOTYPES(p)
RESEARCH ON RACISM AND DISCRIMINATION(p)
HISPANIC COMMUNITY PROGRAMS(p)
ORGANIZING MIGRANT WORKERS(p)
AFRO-AMERICAN FAMILY
BLACK PHILOSOPHY OF EDUCATION(p)
ORAL ENGLISH SECOND LANGUAGE
URBAN LINGUISTICS
CULTURAL PLURALISM AMER. EDUC.(p)
GRADUATE ADVISORY COUNCIL
PROGRAM STRATEGIES
MULTI-ETHNIC RECRUITMENT
BASIC SKILLS PROGRAM
URBAN INTERN PROGRAM
INTERNATIONAL DAY
ETHNIC WEEK(p)
URBAN RESEARCH PROGRAMS
MULTI-ETHNIC SPEAKERS BUREAU
CULTURE
POLITICS
RESEARCH STRATEGIES
ETHNIC DISCRIMINATION
CULTURAL PLURALISM
ETHNIC HOUSING PATTERNS
ETHNIC LEARNING STYLES

FIG.I - B

strategy embodies the development of an understanding of the specific urban ethnic minorities. Barrio Spanish and Urban Linguistics explore the significant research on the language of minorities and the efficacy of non-standard English instruction. Oral English as a Second Language maps strategies for teaching the foreign born.

Other courses attempt to help graduate students to understand the significance of minority groups in the development of American culture. Ethnic Contributions to American Society, Minority Groups Graduate Seminar and the History of Other Minority Groups provide fundamental information to facilitate a broader understanding of ethnic groups.

Several courses address the political and social problems confronting ethnic and racial groups. Third World Social and Political Thought, Research on Racism and Discrimination, Prejudice and Stereotypes, Cultural Pluralism, and Black Thought in Education recognizes the significant struggle for power among ethnic groups.

Another curriculum strategy recognizes the importance of social organization. Afro-American Family, Organizing Migrant Workers and Hispanic Community Programs signifies an effort to address issues involving social organization for survival.

program strategies

The program strategies of the Urban Education Graduate curriculum combine programs to attract multi-cultural students and programs that recognize community and institutional concerns. The program strategies can be divided into three areas: Multi-ethnic recruitment, multi-ethnic speakers bureau and research.

The multi-ethnic recruitment program will address student needs for remediation and enrichment once enrolled in the program as well as the need to attract students by providing relevant education. Several activities will be initiated to facilitate this program:

(1) non-English Basic skills laboratory to provide remediation for students experiencing language difficulties,

(2) urban intern program to provide meaningful activities for ethnic students

(3) international day is already an activity sponsored by the college that could provide a useful facility for organized activities, and

(4) Ethnic Week--a program that will display the cultural contributions of various groups in art, music, dance and literature.

The Multi-Ethnic Speakers Bureau and Urban Education Research Component will focus on meaningful issues through seminars and workshops. Local and state politics, ethnic housing patterns, ethnic discrimination and cultural pluralism will be among the issues studied. Every attempt will be made to encourage independent, responsible study of significant issues.

Curriculum Design & Teaching Strategy

The curriculum design and teaching strategy componant of the Urban Education curriculum model provides a framework for the development and understanding of innovative and traditional approaches to education (See Fig. I-C). The Urban Education Curriculum Committee develops new courses and generally supervises the Urban Education Curriculum, including the laboratory programs. The Urban Education Curriculum Committee has developed courses in two distinct areas: curriculum and teaching. The curriculum courses in language arts, reading and math attempt to focus on the problems of urban teaching and the strategies for student achievement. Curriculum Models is a course that surveys the theory and practice of specific curriculum modalities to encourage independent student curriculum development. Urban Education Curriculum Strategies combines the specific Urban Education philosophy and research into the development of justifiable strategies for achievement.

Several courses have been designed specifically to improve teaching and facilitating strategies. Observation Skills, a unique course designed to teach students how to observe critically and Adaptive Teaching focus on teaching method. Similarly, Humanistic Education describes a variety of new approaches to teaching including facilitating groups and diagnosing concerns. Non-Traditional Approaches surveys both alternatives programs and teaching methods.

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B.A. PROGRAM IN URBAN EDUCATION

(ELEMENTARY EDUC. CERTIFICATION)

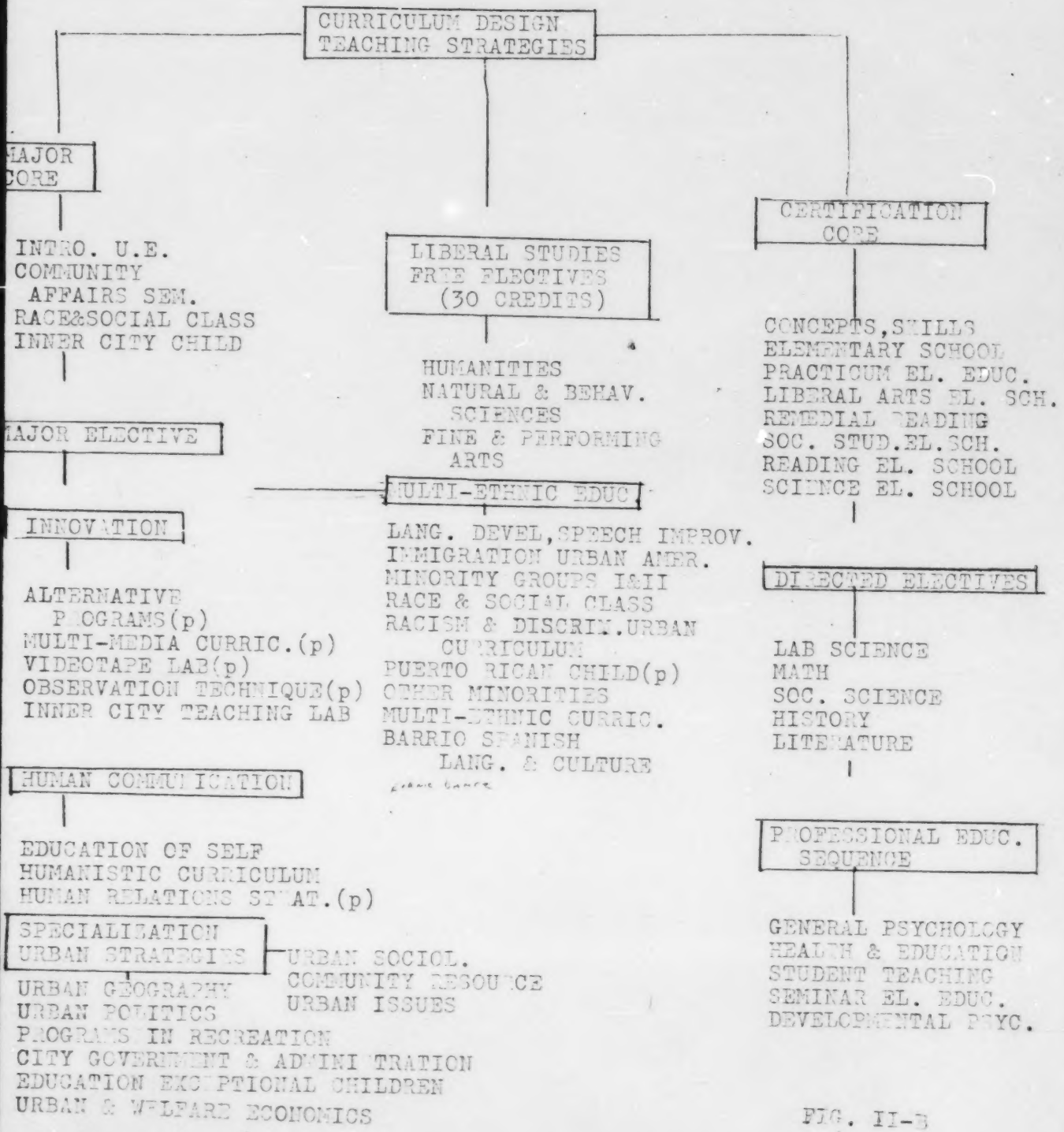

FIG. II-B

All courses attempt to train useful facilitators and teachers not only in traditional education but in drug and prison programs, self-help and youth programs. This cadre of professionals should be able to provide positive change vehicles to improve education. The core curriculum is indeed a vital componant of the Curriculum Design.

In-Service Program

The second componant of Urban Education Curriculum Design is the in-service program. This program provides the vehicle for the training of hundreds of teachers through the Urban Education Micro-College and the Urban Education Institutes. The Micro-College is an on-site program in three locations throughout New Jersey providing on-site staff training for teachers. The Urban Education professors provide the instruction. In Vineland and New Brunswick several Urban Education professors provide instruction in multi-ethnic education, child development and innovative teaching strategies. In Paterson, one elementary school will become a laboratory for Urban Education Teachers. Presently, a Urban Education course is taught in the school.

The urban institute is another aspect of the in-service program. The institute is a series of mini-workshops offered to teachers, administrators, and community leaders to provide professional improvement.

Presently, institutes on alternative programs, human relations, and innovative teaching methods have been conducted by the Urban Education Faculty for the Passaic

Public Schools, Bloomfield Public Schools and the Montclair Public Schools. Similar institutes are being planned for the Detroit Schools, New York Public Schools, the Hartford Public Schools, North Caldwell (N.J.) Schools, and the East Orange (N.J.) Public Schools.

Also, a series of on-campus institutes will be conducted. These urban institutes will combine the expertise of students, faculty and the community to present esoteric and unusual topics of particular interest to the community. The New Jersey Summer Institute on Urban Education and the Urban Education Marathon are among the activities in the series.

Urban Education Laboratories

The Urban Education Laboratories will provide continuity for the Urban Education institutes and a useful facility for research and skills development. These labs will be established semi-permanently to serve as resource centers for the development of skills including a media utilization center and observation skills lab to improve instruction in the following areas:

(1) multi-media teaching strategies
(2) videotape and strength training lab
(3) micro-teaching
(4) media research and sociometric measures
(5) promotional campaigns

The laboratories will be held weekly at times to be established jointly by the Communications Center and the Faculty of Urban Education.

All institutes and laboratories are designed to serve as mini-courses for the development of individual skills and as an educational vehicle for the exploration of alternative methods. In short, these activities supplement the core curriculum.

Urban Research Program

The urban research program is a vital part of the overall curriculum program (See Fig I-D). Although research permeates all aspects of the Urban Education Curriculum Model, specific research strategies are being prepared. The Development of a program rationale, funding, and the implementation of specific research projects are among the goals identified by the Urban Education Committee on Research, Planning and Development. The Multidisciplinary Committee comprised of faculty representatives throughout the College supervise independent research for the Department. Both committees are responsible for the public image of the department including provision of services i.e., research and data collection facilities.

Several courses aid students to develop research skills. Among these courses are Statistics and Urban Research and Theory. Other courses that focus on the need for field study and evaluation are Program Evaluation, Proposal Writing and Urban Education Survey. Futures of Urban Education surveys strategies for future research and programs in Urban Education. All of the courses generally provide relevant learning experiences for graduate students.

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CRADUATE PROGRAM IN URBAN EDUCATION

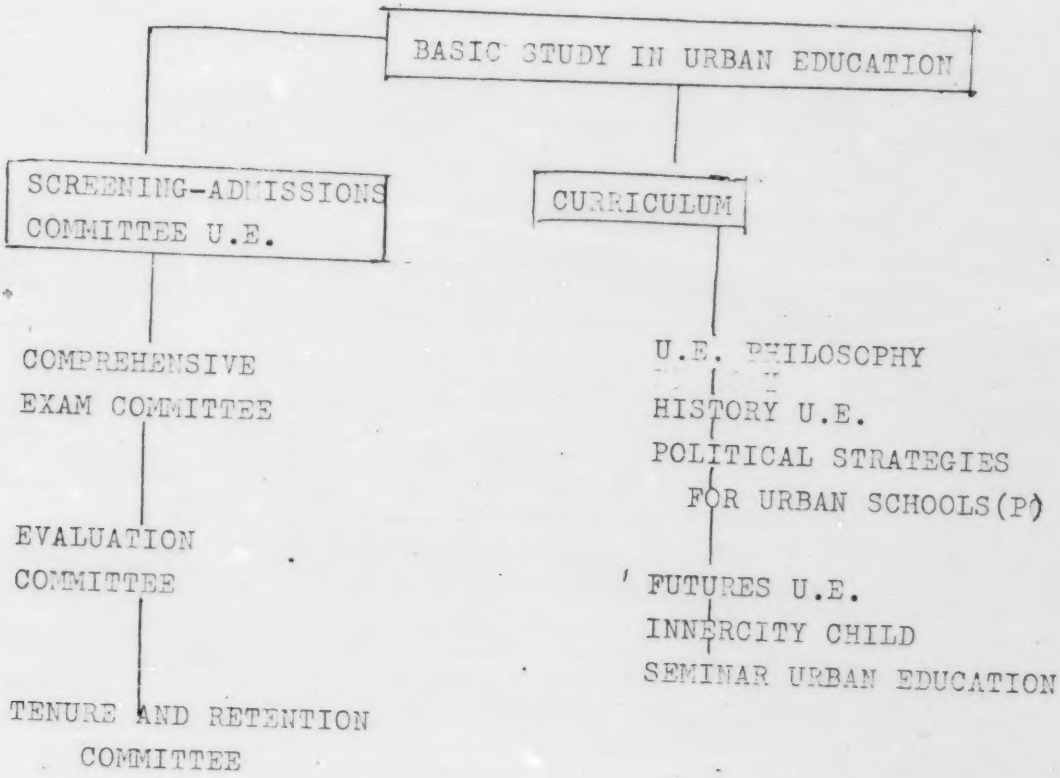

FIG. I- E

Three evaluations are presently being conducted by groups throughout the State. As a new Program, Urban Education Faculty must be evaluated to demonstrate the utility of the Program. The State Department of Higher Education will conduct that aspect of the evaluation. The Middle States Evaluation is a relatively periodic evaluation of the entire College of Human Services which includes the Urban Education Faculty. However, the in-house evaluation conducted by faculty and administrators attempts to anticipate areas of weakness to improve the Program. The in-house evaluation scrutinizes such areas as faculty credentials, student grades and evaluative test scores, programming and curriculum.

U.E. Core Curriculum

The Urban Education Core Curriculum represents basic courses needed to complete this unique non-certification program in addition to other basic courses (Fig. I-E). One requisite course, Barrio Spanish has already been mentioned. Other essential courses are Seminar in Urban Education, a survey of Urban Education issues and the Inner City Child, a psycho-sociological examination of the urban environment. The History of Urban Education and Urban Education Philosophy focus on fundamental knowledge. All courses provide a uniform background knowledge and information, concerning abuses of children, debasement of society, and initial efforts to define and explore urban education.

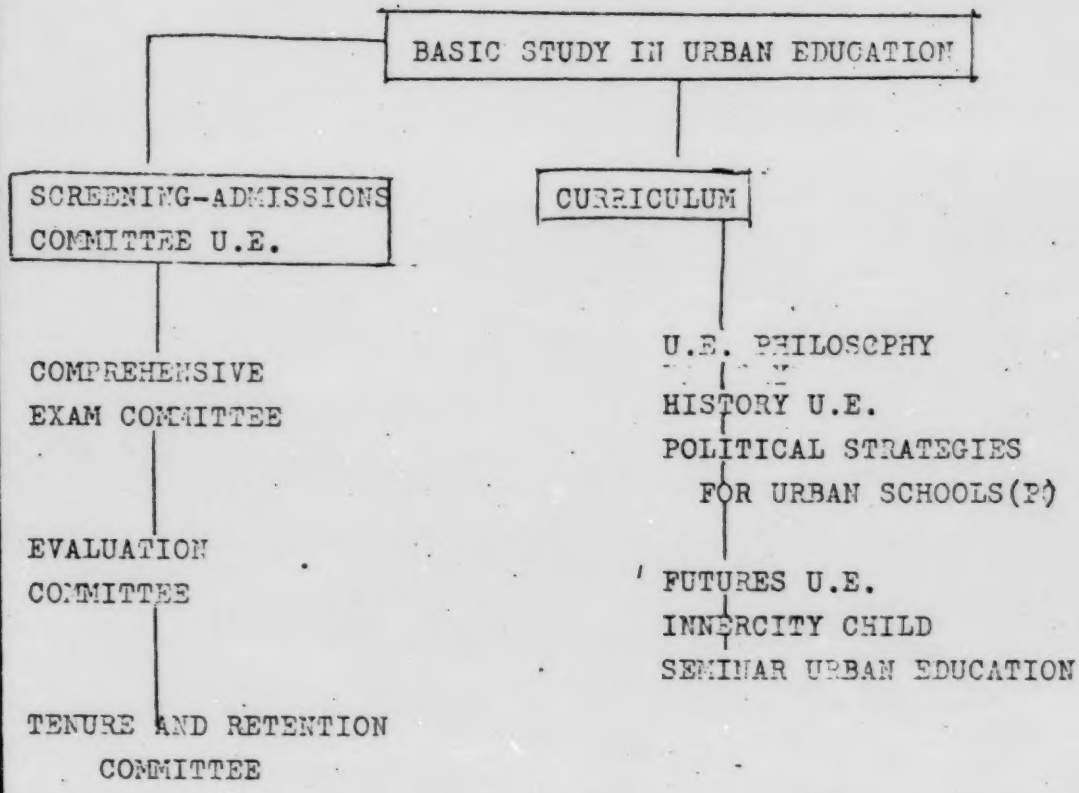
BASIC STUDY IN URBAN EDUCATION
SCREENING-ADMISSIONS COMMITTEE U.E.
CURRICULUM
COMPREHENSIVE EXAM COMMITTEE
EVALUATION COMMITTEE
TENURE AND RETENTION COMMITTEE
U.E. PHILOSOPHY
HISTORY U.E.
POLITICAL STRATEGIES FOR URBAN SCHOOLS(P)
FUTURES U.E.
INNERCITY CHILD
SEMINAR URBAN EDUCATION

FIG. I- E

Community Program Administration

The Community Program Administration (Fig. I-F) componant is designed to focus on the substantive issues related to urban education. The Program is largely the brainchild of Rev. William Mason and Dr. James Baines that began as the Community Affairs Institute. The institute focuses on a series of community supported workshops.

Presently, the Community Program Administration componant is divided into three distinct program areas: Strategies for Community Involvement, Curriculum, and Community Advisory Input. Each area is designed to maximize relevant learning experiences.

There are several strategies for community involvement. One strategy is to provide faculty expertise in education projects that teach parents and other community people how to develop self-help education skills. Faculty members serve as consultants, maintaining a relatively low profile while community leaders develop curriculum and teaching skills, budgetary management skills and confidence in program administration. The faculty should assume the values of the community. Our faculty also serves on the Board of Directors of several agencies including Paterson Task Force, the Passaic County Child Care Coordinating Agency, the Mother-Child Project, the Paterson Day Care 100, and Paterson OIC. (Several community leaders have agreed to serve on Faculty committees) The program portends reciprocal benefit for the

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GRADUATE PROGRAM IN URBAN EDUCATION

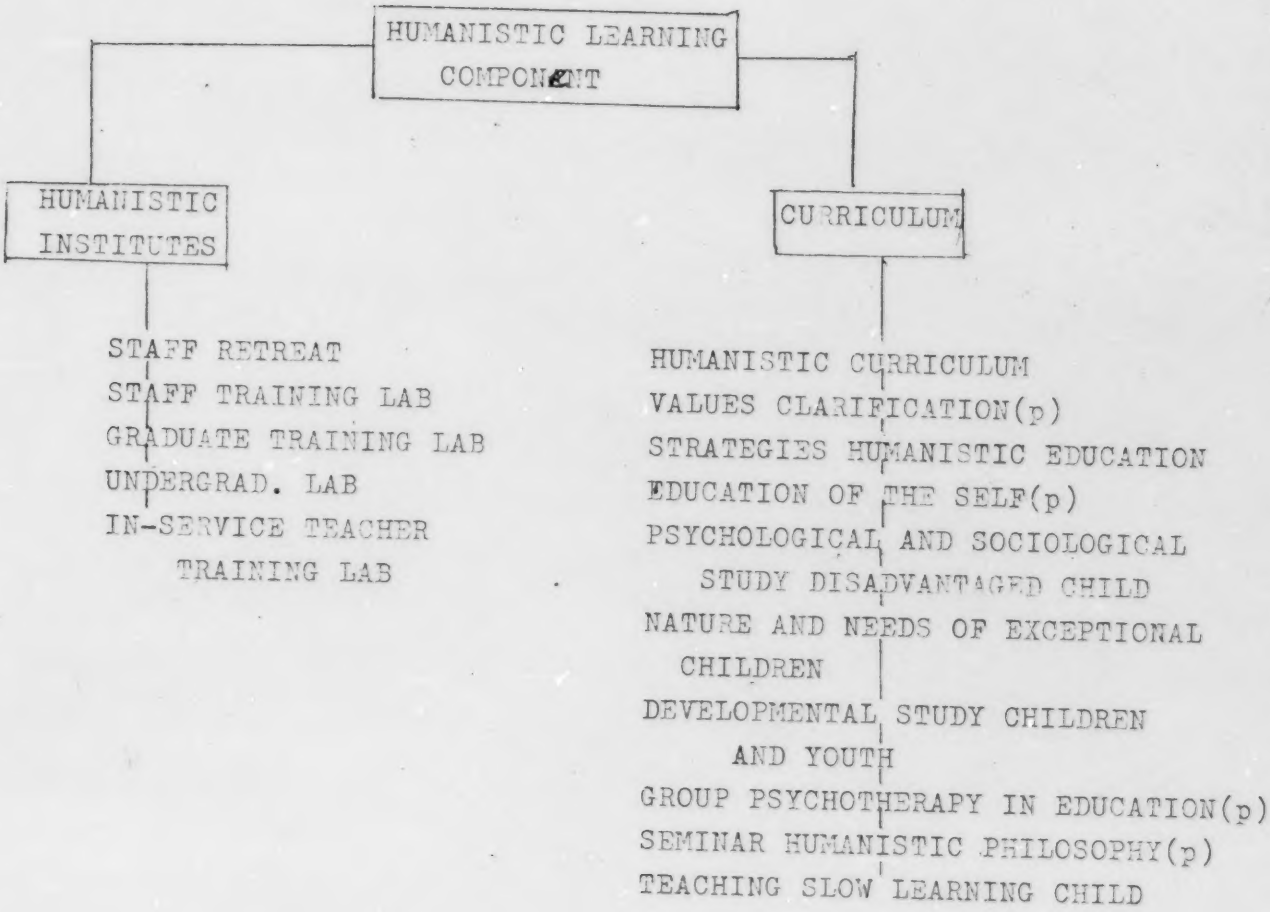

FIG.I-F

faculty because it acquires baseline information necessary for programming and research.

Similarly, the proposed work credit programs and the student volunteer programs encourage students to work directly with community people to help manage day care, health care programs and recreational programs. Students gain valuable experiences through such programs. Many students learn that many urban neighborhoods are livable and their problems are often manageable, requiring only tenant organization, pressure on local government, or political coalition. More importantly, students learn that problems are often very different when faced squarely, first hand. Student volunteer input can be felt in the Passaic County Child Care Coordinating Agency, the Neighborhood Forces Parent Education Child Centers, Neighborhood Youth Corps Program, Task Force Student Drop-In Center, and the Inner City Prison Program. Rev. Bill Mason, involved in most of the aforementioned programs and organizer of the latter program, believes in the intrinsic value of such programs to provide dignity and importance to its participants. Rev. Mason and his students have worked with Trenton State Prison inmates to develop a prototype black studies curriculum. In Paterson, N. J., they have become a strong lobby for prison reform at the Passaic County Jail. Part of the Inner City Prison Program entails tutorial service and instruction to inmates.

An over-all strategy for community programs is to provide a vehicle for synergistic cooperation and management of community service and educational institutions to the benefit of all concerned. Inherent in this hyperbolic statement is the assumption that community people and students, especially, have been underestimated in terms of their ability to comprehend complex political and economic issues and to successfully manage and implement program strategies. Many of these issues, long considered the hollowed ground of experts, has proved within the realm of capability of the "new experts"--the people. Some programs are managed exclusively by students like the ACLU legal referral service while others are run jointly with other agencies, faculty, and community experts. Although this approach is not unique, it is rare that colleges can successfully implement such a massive effort. Reed, UMASS, Antioch, Swathmore, and William Paterson College are notable exceptions. Such programs are referred to as a SAGA because they may drastically alter the direction of education in its Region.

The Urban Education Community Program Administration component reflects in its curriculum design the successful implementation of a community strategy. Alternative Models of Administration is a course that deals exclusively with the difficulty and philosophy of successful administration of institutions including theories of administrative behavior,

bureacratic management and leadership as discussed by such imminent authors as Argyris, and Dyer. The Problem of Change in Education and Community Control Seminar focus on the strategies for implementing alternative administration models in education.

Other courses encompass a more general area of political and governmental function. Community Resource Agencies familiarizes students with the available services and programs in urban areas and the impact of such programs on communities. Three new courses, Funding Strategies, Community Power Structure and Strategies For Community Education provide useful information on the initiation of the process of community education. The Urban Education Practicum provides an opportunity for student independent and team research. Programs initiated by students include the Clinton Education Center in East Orange, New Jersey, and a Values Clarification In-Service Program at the Paterson Public Schools.

Plans are now being developed for a community advisory board to help implement Urban Education Programming. The Board will facilitate a community speaker's bureau and an agency referral service run by a community coordinator. The community coordinator will also serve as a liason between the Community and the College.

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GRADUATE PROGRAM IN URBAN EDUCATION

COMMUNITY PROGRAM ADMINISTRATION

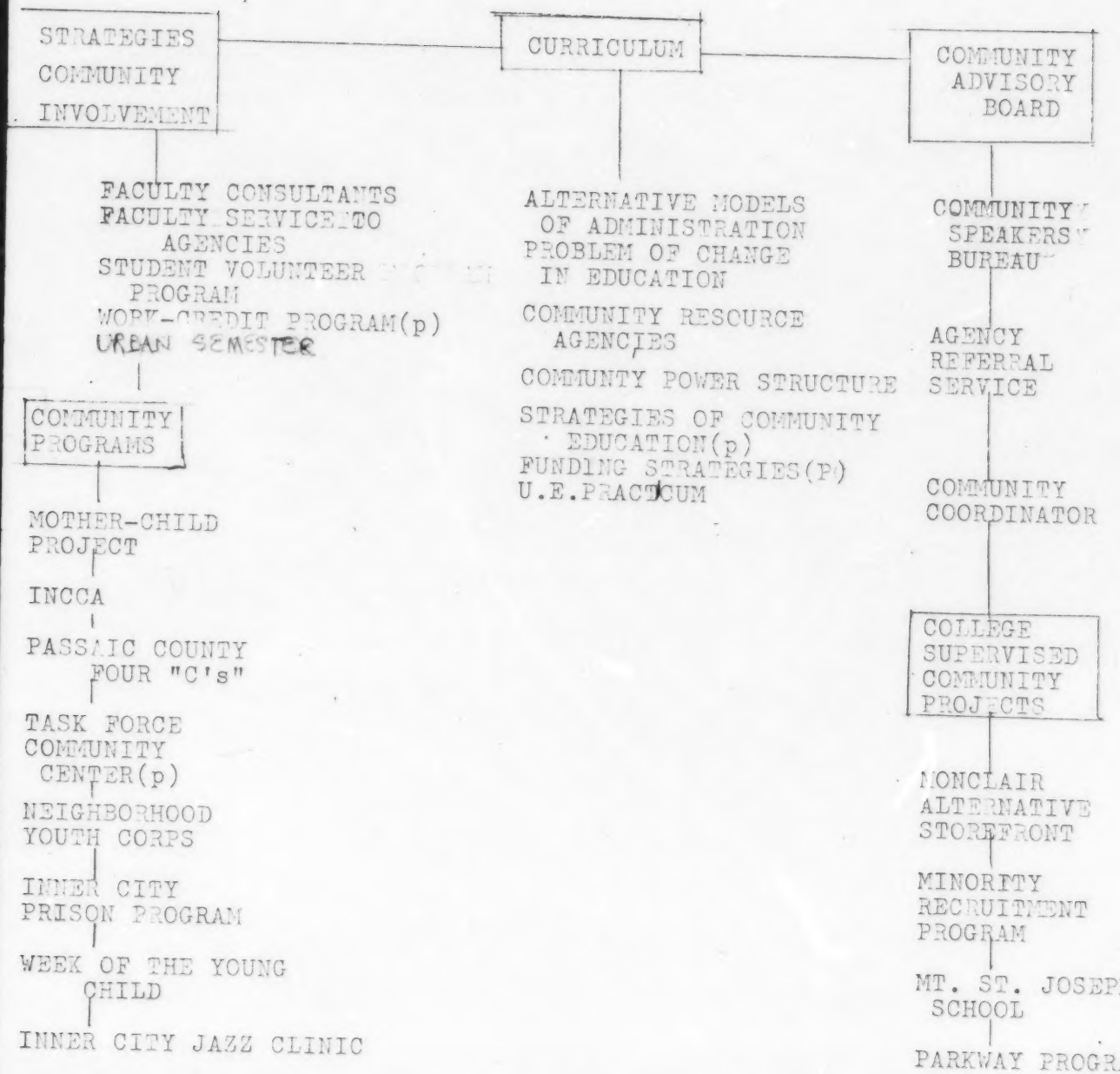

FIG. I-G

Several programs will be sponsored directly by the College. The famed Parkway Program in Philadelphia will provide Urban Education interns with practicum experience with alternative curriculum. The students will live and work in Philadelphia for the entire semester. The Montclair Alternative Storefront will provide similar expertise. In conjunction with the Faculty of Special Education, the Faculty of Urban Education will establish a laboratory school for handicapped children as part of the Mt. St. Joseph School.

The Minority Recruitment Program, a most ambitious program initiated by Dr. Bill Willis, will cover a two state area in an effort to recruit minority students to the Division of Urban Studies. Teams comprised of the Faculties of Urban Education, Early Childhood, and Black Studies will work with community leaders and guidance counselors to recruit new students.

To reiterate, the Community Administration Component attempts to encourage a cooperative effort between the Community and the College through a sharing of resources and expertise. This massive effort is a successful attempt to operationalize the theoretical lattices of urban studies design while maximizing the opportunities for interdependence and cooperation.

Part II B.A. Curriculum Model

Obviously, there are many similarities between the graduate and undergraduate programs. The overall goals and philosophies are similar. Curriculum and teaching strategies are more fundamental in the undergraduate program in terms of implementation and research design. However, one fundamental difference is in the area of teaching certification. The graduate program offers no certification while the undergraduate program offers a rather complicated certification program. Moreover, the B.A. Curriculum Model reflects a similar commitment to urban issues (See Fig. II-A). The componants of the B.A. Curriculum Model are Curriculum Design, Certification, Program Strategies, and Community Education.

Curriculum Design and Teaching Strategies

The Curriculum Design componant has three major divisions: the major core, Liberal studies core and the certification core. Each core is designed to develop certain skills and techniques. This multi-disciplinary approach is quite comprehensive in its offering of diversified courses.

Major Core

The Major Core includes fundamental and introductory required courses (See Fig. II-B). Introduction to Urban Education focuses on the broad problems and issues in urban education while Inner City Child deals with teaching strategies for the urban child. The Community Affairs Seminar is a six credit course combining urban issues and field study of urban issues. Race and Social Class presents urban problems from

B.A. PROGRAM IN URBAN EDUCATION- CURRICULUM MODEL

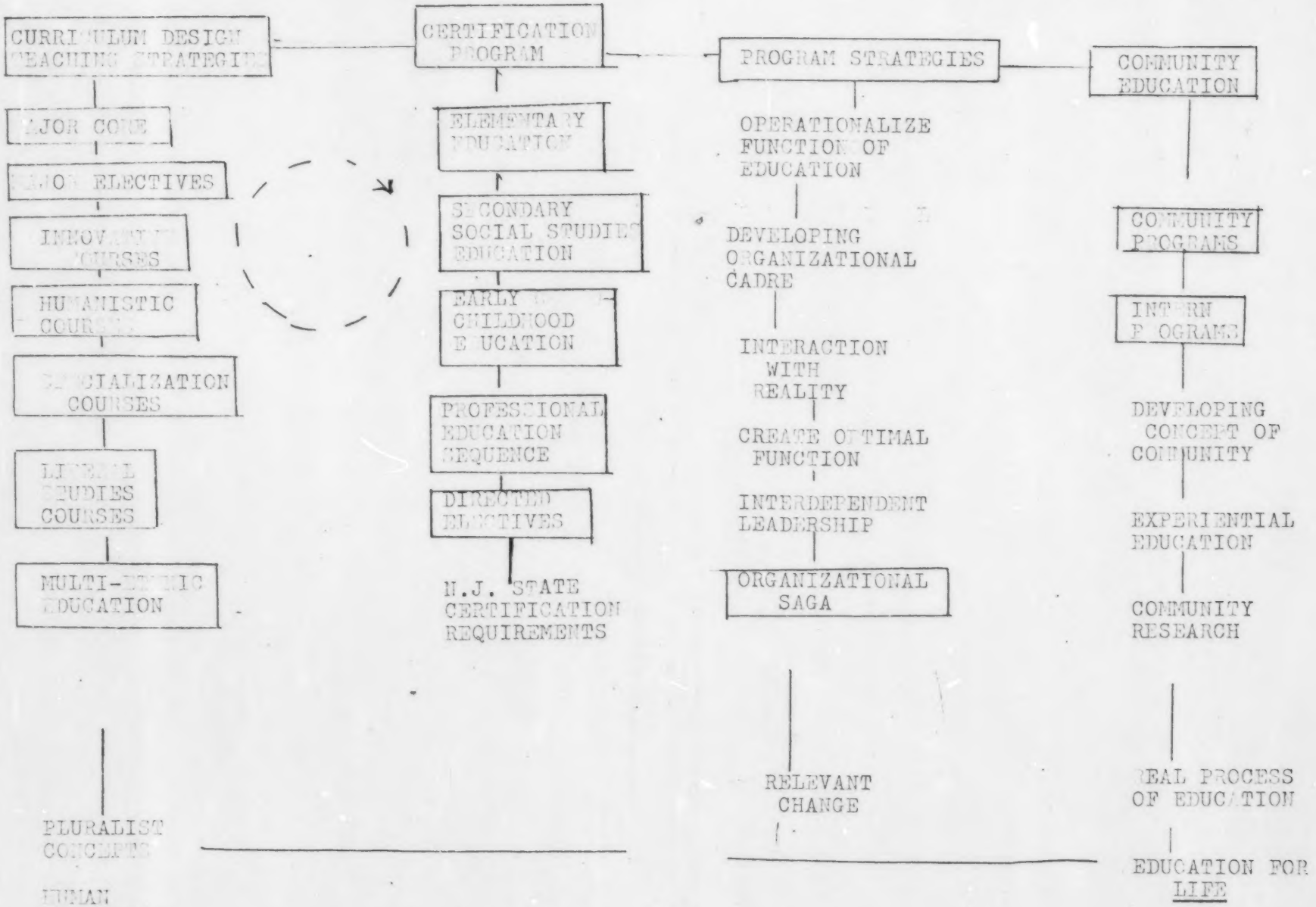

FIG.II-A

a broad sociological viewpoint.

Major electives are also required as part of the degree program. As part of the major core, major electives include courses of four descriptive types: innovation, human communication, and specialization and urban strategies and multi-ethnic education.

Innovative courses survey alternative programs (Alternative Programs) such as the open class room, free schools, and street academies. One course focuses on the multi-media approach to the education including identigration (Multi-Media Curriculum). Videotape Laboratory is a course that teaches students methods of videotaping including micro-teaching and micro-counseling. Other courses deal with developing sociometric measures including sociodrama and strength training (Observation Techniques) and role playing and simulation (Inner City Teaching, developed by Professor Dorie Houston).

Three courses have been developed to encourage human communication, viewed as a vital part of Urban Education.

Education of the Self recognizes the intrinsic value of knowing oneself. The individual becomes the curriculum for the course in an effort to develop toward self actualization. Humanistic Education attempts to embody the philosophy of humanistic psychology in the implementation of public school curriculum. Human Relations Strategies encourages a better understanding of individual and group problems in an effort to reduce hostilities in public education.

(ELEMENTARY EDUC. CERTIFICATION)

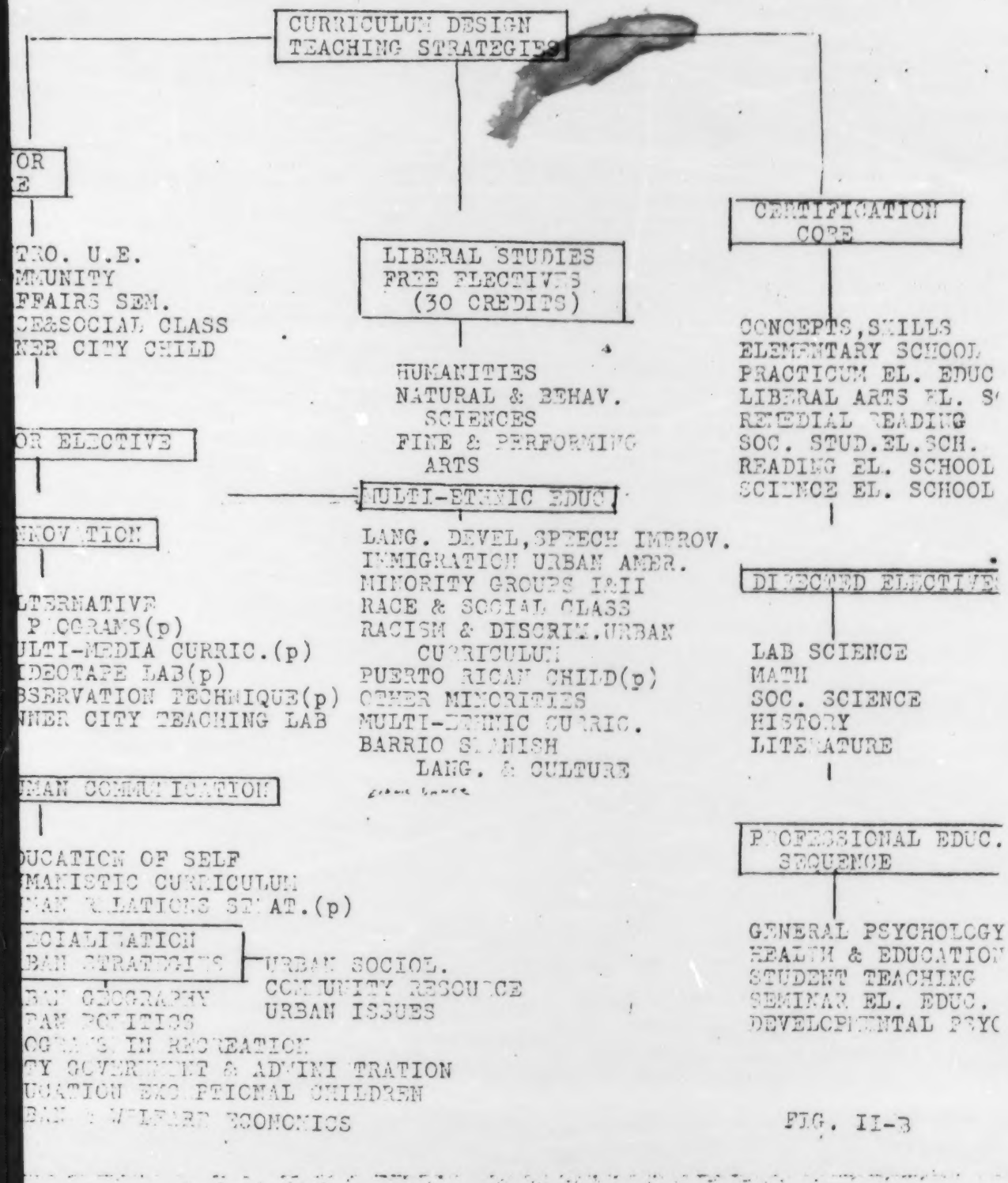

FIG. II-3

There are many courses in the area of Specialization and Urban Strategies. Most are self-explanatory. Urban Geography, Urban Sociology, Urban Politics, Urban Planning, Urban and Welfare Economics and Urban Issues are all courses that can encourage further specialization in the particular field and/or become an asset to the urban generalist. One course focuses on strategies for teaching exceptional children (Education of Exceptional Children). Programs in Recreation and Community Resources are courses that develop skill in strategy for programming.

The Multi-Ethnic Education area offers a variety of learning experiences. Introduction to Urban Linguistics (developed by Professor Richard Nelson), Language Development and Speech Improvement, and Barrio Spanish are three courses that deal with the difficulties of language.

Other courses concern the problems of minorities in urban areas and the necessity for a multi-ethnic approach to urban problems. (Immigration in Urban America, Other Minorities, Minority Groups I, Minority Groups II, and the Puerto Rican Child). Two courses attempt to develop curriculum and teaching skills in the multi-ethnic area (Multi-Ethnic Curriculum and Ethnic Dance developed by Professor Juan Mamone). Racism and Discrimination in Urban Curriculum develops an understanding of the strengths and weaknesses of textbooks and educational materials and strategies for improvement.

Liberal Studies

The Liberal Studies component comprises an almost infinite selection of courses. The Humanities, Natural Sciences and Fine and Performing Arts are among the categories for selection of courses. At least 30 credit hours can be accumulated in the liberal studies area in addition to several free electives. Free electives provide maximum latitude in that selections can be made "freely" without penalty up to the alloted maximum of credits.

Certification

Only the elementary certification core is shown in figure II-A. Certification can also be obtained in early childhood education and secondary social studies. Only the certification core and the professional sequence would differ. The major core and liberal studies core would remain the same. The rationale for the certification core is to develop skills required by the state in the specialty that will maximize professional growth. Also included in the certification core are directed electives and the professional sequence. Directed electives offer some latitude in course selection only listing the area required, i.e., lab science, math, social science, history or literature. Within that framework, any specific course can be selected. The professional education sequence combines health, psychology, and methods instruction with an essential practice teaching program.

The curriculum design and teaching strategies for urban eudcation are quite intricate and comprehensive. The program is designed to combine the pragmatic and normative processes of education to intensify the possibilities for optimal learning experiences.

Program Strategies

The purpose of the Program Strategies component is to provide a vehicle for the development of pragmatic and experiential rationale from curriculum and teaching expertise (see Fig. II-C).

Operationalized Function of Urban Education

This process involves the operationalized function of urban education combining theory and practice. Essentially, educators must recognize the significance of empirical research and community involvement. In urban education or "reality education" the community is an extension of the curriculum into the theater of life.

Initiation of Process

The operationalized function of urban education begins with the initiation of the process. Here, the parameters of individual and group problem definition are delimited. An individual, for example, might realize through some insightful self evaluation, that urban problems require additional study. (The process eventually becomes cyclical, thriving on the overall success of the total Program). Introductory courses provide similar stimulation.

Commitment

Urban education depends heavily on a commitment by its student, faculty, and community to its overall Program. The almost overwhelming nature of urban problems require a massive effort involving total cooperation and comradeship. Nearly every aspect of the Program becomes experimental, generating an atmosphere of sharing, think tanks, problem solving groups, development of new curriculums and strategies, and a breakdown of barriers. People become committed when they are allowed to develop in an atmosphere of mutual trust and cooperation. Opinions are respected. Students begin designing courses. Faculty begin writing more frequently. More community people enroll in the Program. Finally, people become proud of the Program, its potentialities and accomplishments, discussing with friends, recruiting and converting others.

goals and objectives

As new people become part of the process the rationale must be redefined to encourage maximum individual and group input. Once more spanish speaking people enter the Program, for example, the multi-ethnic componant becomes more operational.

curriculum and methodology

Every member of the urban educational community at William Paterson College provides input for the curriculum program. Students offer useful suggestions for improving courses through the student evaluations and student participation on the

B.A. PROGRAM IN URBAN EDUCATION

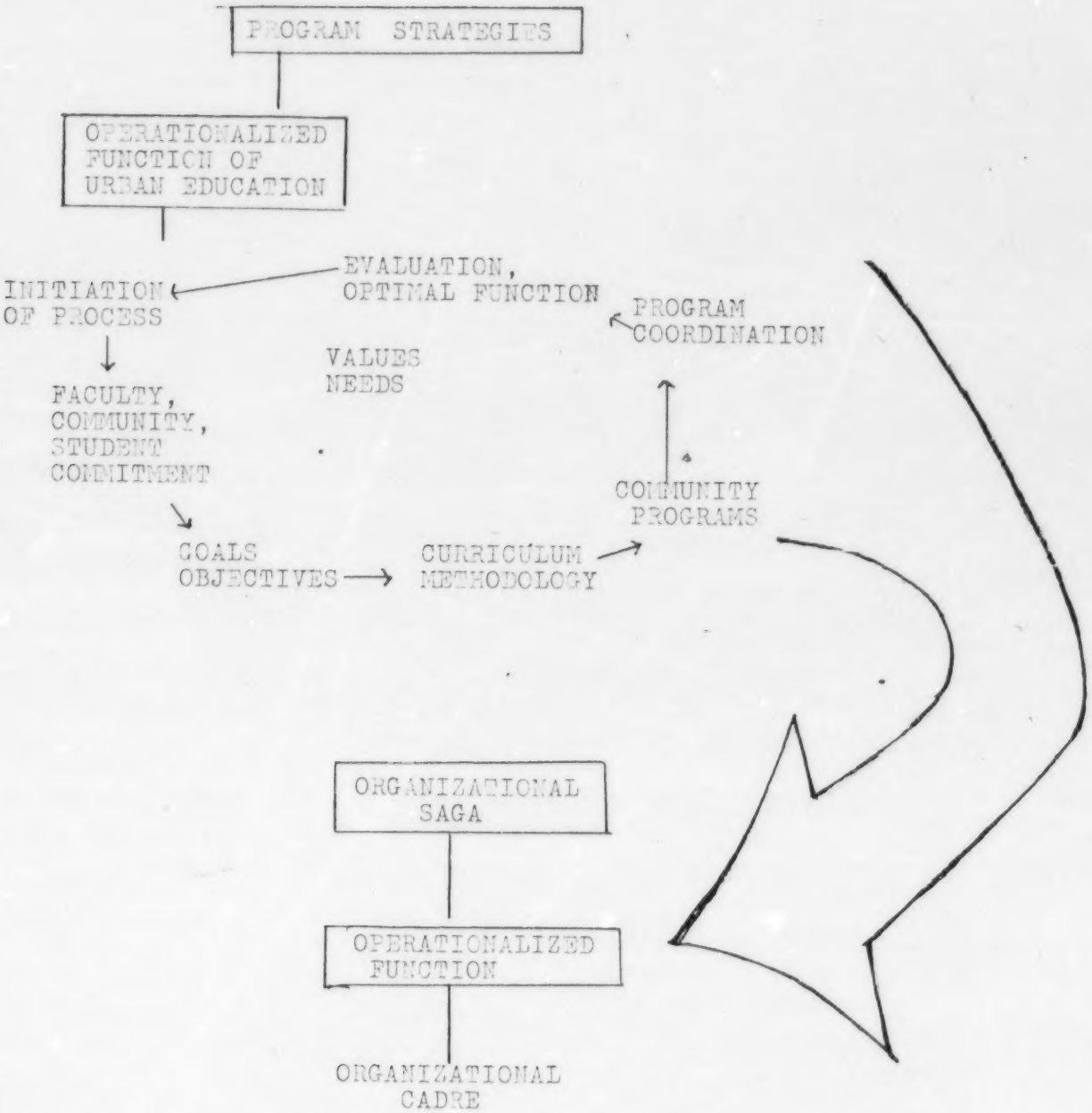

FIG. II-C

curriculum committee and the Policies and Goals committees. Students serve as equal members on all committees. At least five new courses are developed each semester, recognizing the need for freshness and redefinition of goals.

community programs

As a natural extension of the curriculum, nearly every course has an outlet into the community. Some courses bring guest lecturers from the community while other courses are offered in a community environment. The after-school and Saturday programs provide additional outlets for community involvement.

Program coordination

Many programs die or flounder because little contact is maintained with the parent organization involved. The Urban Education Faculty avoids this problem by establishing an intricate network of community coordinators. There are Faculty coordinators, student coordinators, divisional coordinators, and graduate coordinators. Each coordinator has the responsibility to act as a liason between the program participants and the College. This procedure reduces "foul-ups".

Well-trained students, given responsible assignments, minimizes the need for over-coordination of programs. Students and faculty become committed to the children, their assignments, and the Program. This process is the optimal function of urban education.

optimal function

An urban education program is functioning well when these components are present and operationalized in the above process. Urban education programs seem to function best in an atmosphere of interdisciplinary cooperation. The Program draws on the expertise of individuals throughout the campus, the community, the State and the Nation to encourage the optimal function. The Program develops a cadre of totally committed individuals as well as an empathetic cadre displaying peripheral support for the Program. At this point the Program develops into a rather unique institution.

Organizational Saga

An organizational saga is a mass commitment through insight to the unique contributions and efficacy of a Program (Clarke 1972). The Faculty of Urban Education at William Paterson College deserves such a distinction along with the University of Massachusetts School of Education and Antioch. The operationalized function of urban education represents a saga from the initiation of the process through the fulfillment of the optimal function. The non-traditional nature of its programs, course offerings, and humanistic approaches to problem solving provide an atmosphere for almost ecstatic commitment to progressivism borne of necessity.

Community Education

The final component of the B.A. Curriculum Model is Community Education. The strategies and programs have been discussed thoroughly throughout this working paper. To briefly

reiterate, students are encouraged to become involved in community service as an extension of the curriculum to gain experientially from the situations. Students can gain insight into the "urban mystique"--that illusive explanation as to how people survive and thrive in urban areas. This can be called education for life or education to develop a compassionate, independant individual capable of surviving in urban schools and better able to reach urban children to improve standards in the public schools.

Summary

Too often institutions become engrossed in rhetoric and tradition while the reality situation worsens. Unequivocally, the urban education Program at William Paterson College represents a reversal of tradition away from the apathetic placations of well-intentioned individuals toward a recognition of the intrinsic worth of urban programs.

Both the B.A. and Graduate Curriculum Models represent years of dedicated service to the Urban Educational Community and its interdisciplinary counterparts. Many people from other disciplines worked arduously with the State Department of Higher Education to form this rather unique interdisciplinary Program.

The Urban Education Program recognizes the need for a non-traditional and multi-racial approach to urban problems because of the massive commitment needed to cure our urban ills. The Urban Education Program offers scores of specialty courses in humanistic

B.A. PROGRAM IN URBAN EDUCATION

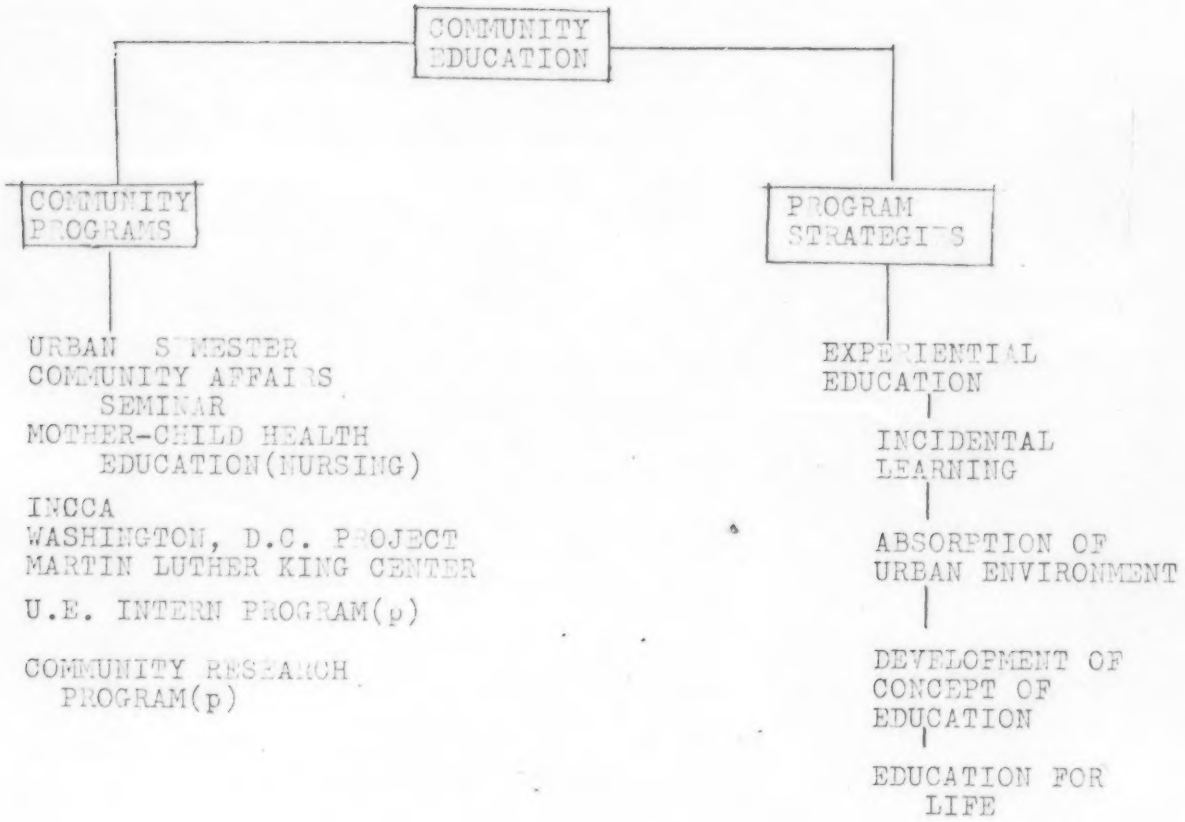

FIG.II-D

and alternative curriculum, media, racism, strategies and research. The community componant as an extension of the curriculum is an efficacious method of recognizing the need for self-help and mutual benefit community education programs.

The purpose of such a Program is obviously borne out of a need to create a well-rounded individual able to cope with urban problems--education for life. It is a recognition that the education of the individual is beyond urban education, including other disciplines and anticipating various learning styles. Therefore, the Urban Education Programs represents one of the most comprehensive programs offered by any college or university in the country. The Program has drastically reshaped the philosophy and direction of education today and has distinguished William Paterson College as a unique organizational type.

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